SUSAN MARTIN

FOUNDATIONS OF CURRICULUM

OUTLINE

1. **Providence One Plan (POP):** Identify Reading Goal: Reading goal is to increase those scoring at or above proficiency on NECAP from 57% to \_\_\_\_% by \_\_\_\_\_\_\_.
2. **NECAP-ITEM ANALYSIS: GRADE 3 (2008-2009):**Review NECAP item analysis and released items to determine areas requiring additional instruction and interventions.
3. **REVIEW MULTIPLE SOURCES OF DATA:** DIBELS, Stanford Reading First, Corrective Reading (Tier 3 Intervention) placement tests, In-Program (Imagine It) assessments
4. **GLEs:** Review grade four reading grade level equivalencies.
5. **REVIEW CORE READING PROGRAM (IMAGINE IT)**: To deteremine gaps or instruction that needs reinforcement. Is core reading program addressing the grade four GLEs? Are we preparing the students for proficiency on NECAP?
6. **DEVELOP “SMART”GOALS FOR GRADE 4 READING INSTRUCTION:**  Grade 4 teachers will work collaboratively to develop instruction goals.
7. **DEVELOP LESSONS FOR GLE’S THAT ARE NOT CURRENTLY BEING ADDRESSED:** Grade 4 teachers will collaborate to develop lessons to address gaps.
8. **STRATEGIC AND TARGETED INTERVENTIONS:** To meet the instructional needs of all students, and to bring those students with most recent NECAP scores of 2’s and 1’s to proficiency.
9. **STAFF “BUY-IN” :** Use Providence One Plan, AYP, and current grade 4 data as rationale for more aligned and rigorous instruction.
10. **PROFESSIONAL DEVELOPMENT:** With King’s POP as the driving document, use School Improvement Team, Common Planning Time, and Professional Development as vehicles to move this agenda forward.